



## Maryville Elementary

2125 Poplar Street  
Georgetown, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	603 Students	
<b>Principal</b>	Stephanie S. Bell	843-546-8423
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Joe M. Crosby	843-436-7000

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Average</b>
2007	Average	Below Average
2006	Average	At-Risk
2005	Average	Below Average
2004	Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

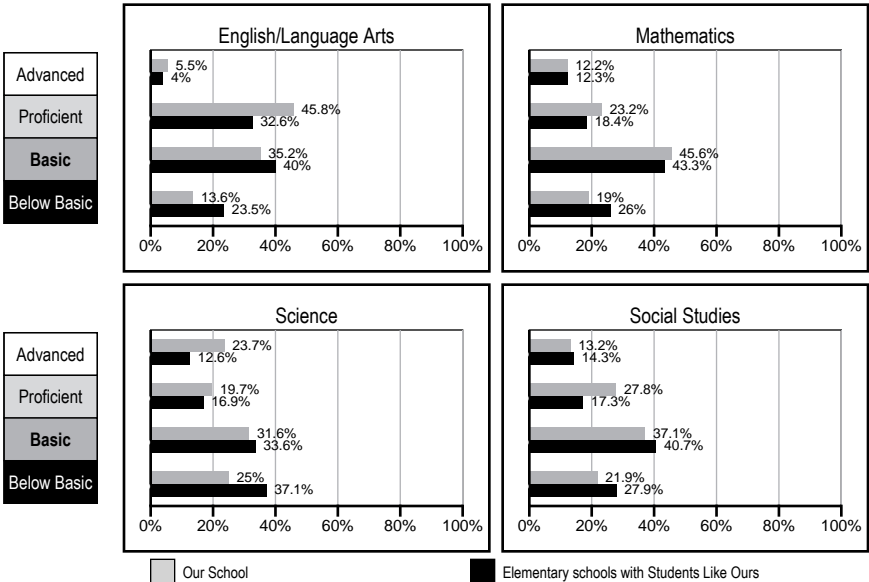
Percent of students tested in 2007-08 whose 2006-07 test scores were located 96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	35	44	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=603)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.6%	Down from 5.6%	2.9%	2.3%
Attendance rate	96.3%	Down from 96.4%	96.0%	96.3%
Eligible for gifted and talented	10.9%	Down from 14.3%	7.2%	10.4%
With disabilities other than speech	9.0%	Up from 8.1%	9.0%	7.5%
Older than usual for grade	0.6%	Down from 2.1%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.3%	Up from 0.3%	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	61.4%	Down from 62.2%	54.4%	56.7%
Continuing contract teachers	93.2%	Down from 97.8%	76.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.6%	Up from 93.4%	86.0%	86.4%
Teacher attendance rate	95.8%	Up from 94.0%	94.7%	94.9%
Average teacher salary	\$49,704	Up 3.3%	\$44,884	\$45,345
Professional development days/teacher	7.0 days	Down from 7.9 days	12.8 days	12.6 days
<b>School</b>				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 18.3 to 1	18.2 to 1	18.5 to 1
Prime instructional time	91.5%	Up from 89.9%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,805	Up 0.4%	\$7,383	\$7,052
Percent of expenditures for instruction*	68.5%	Down from 69.2%	68.7%	69.1%
Percent of expenditures for teacher salaries*	64.2%	Down from 64.6%	63.5%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

We, the faculty and staff at Maryville Elementary School, believe in working hand-in-hand with the parents and community. We strive to offer stimulating instructional programs that will challenge our students to work toward their full academic potential.

We continue to improve instructional strategies used in our classrooms so we may meet the needs of our diverse population. It is necessary for us to develop enrichment, as well as remediation programs, at all levels through academic tutors, focus groups, and continuous flexible grouping. The students achieved much success this year with these in place. Simultaneously we examined data from common assessments, DIBELS, and MAP and made adjustments to instruction as needed. Along with the implementation of Voyager in our resource classes, these practices were significantly beneficial to our students' growth in decoding, comprehension, and fluency.

Maryville students are provided with opportunities through the various areas of discipline. We host an Artist-in-Residence program annually. Students are recognized in Art through the Superintendent's Art Awards and the Principal's Gallery. This year a student won first place in Keep Georgetown Beautiful drawing contest and another student won first place in a local Bait & Tackle Store drawing contest. Annually, our Special Needs students participate in the local and state Special Olympics in which they return adorned with medals. Our students also have the opportunity for continued growth through musical performances.

Maryville's P.T.O. has been a tremendous partner for our faculty, staff, and students. They provide classroom/field trip requests and teacher incentives. The P.T.O. is also generous when showing appreciation to faculty and staff throughout the year.

We are dedicated to achieving our mission by developing critical thinkers and preparing each student to be responsible while challenging them through their educational experience. We ask for your continued support through this journey.

Stephanie S. Bell, Principal  
Kim Powers, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	65	28
Percent satisfied with learning environment	100.0%	85.7%	92.9%
Percent satisfied with social and physical environment	97.2%	73.4%	92.9%
Percent satisfied with school-home relations	91.7%	82.5%	85.7%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

# PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	246	100	13.6	35.2	45.8	5.5	64.8	46	48.2	Yes	Yes
Gender											
Male	126	100	15.4	39.8	41.5	3.3	60.2	39.5	41.7	N/A	N/A
Female	120	100	11.5	30.1	50.4	8	69.9	53.1	55	N/A	N/A
Racial/Ethnic Group											
White	106	100	7.6	24.8	58.1	9.5	76.2	58.9	60	Yes	Yes
African American	122	100	19.3	42.1	36.8	1.8	56.1	32.5	31.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	70.4	I/S	I/S
Hispanic	17	100	12.5	50	31.3	6.3	50	40.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	44	100	60	20	17.5	2.5	27.5	13.2	16	Yes	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	17	100	12.5	56.3	25	6.3	50	34.6	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	171	100	18.4	39.3	39.9	2.5	58.3	35.1	34	Yes	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	246	100	18.6	45.8	23.3	12.3	53	46.1	45.8	Yes	Yes
Gender											
Male	126	100	18.7	45.5	24.4	11.4	50.4	45.4	45.6	N/A	N/A
Female	120	100	18.6	46	22.1	13.3	55.8	47	45.9	N/A	N/A
Racial/Ethnic Group											
White	106	100	8.6	43.8	26.7	21	63.8	60.3	59	Yes	Yes
African American	122	100	28.1	46.5	21.1	4.4	45.6	30.9	26.9	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	76.7	71.3	I/S	I/S
Hispanic	17	100	18.8	56.3	12.5	12.5	31.3	43.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	44	100	57.5	27.5	15	0	17.5	15.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	17	100	18.8	56.3	12.5	12.5	31.3	43	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	171	100	25.2	47.2	19	8.6	43.6	35.8	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

### Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	158	99.4	24.5	31.8	19.9	23.8	43.7	35.1	35.7	96.3	95.9
<b>Gender</b>											
Male	83	100	23.5	29.6	21	25.9	46.9	36.6	37.4	96.2	95.7
Female	75	98.7	25.7	34.3	18.6	21.4	40	33.6	33.8	96.3	96.1
<b>Racial/Ethnic Group</b>											
White	67	100	13.6	27.3	21.2	37.9	59.1	52.6	49.2	95.6	95.2
African American	79	98.7	29.7	39.2	17.6	13.5	31.1	17.3	17	96.6	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	54.5	58	99.1	97.1
Hispanic	12	100	54.5	9.1	27.3	9.1	36.4	30.6	24.9	97.5	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.8
<b>Disability Status</b>											
Disabled	25	100	60.9	21.7	13	4.3	17.4	12.3	14	94.7	94.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	12	100	54.5	9.1	27.3	9.1	36.4	26.9	24.4	97.7	97.1
<b>Socio-Economic Status</b>											
Subsided meals	106	99.1	33.7	34.7	13.9	17.8	31.7	22.9	21.1	96	95.7

**Social Studies**

All Students	157	100	21.9	37.1	27.8	13.2	41.1	32.9	34	96.3	95.9
<b>Gender</b>											
Male	82	100	21.5	31.6	27.8	19	46.8	34.7	36.6	96.2	95.7
Female	75	100	22.2	43.1	27.8	6.9	34.7	30.8	31.3	96.3	96.1
<b>Racial/Ethnic Group</b>											
White	67	100	13.4	37.3	29.9	19.4	49.3	44.4	44.5	95.6	95.2
African American	79	100	31.1	35.1	25.7	8.1	33.8	19.5	19.1	96.6	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.9	58.9	99.1	97.1
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	40.4	27.5	97.5	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.8
<b>Disability Status</b>											
Disabled	30	100	63	22.2	11.1	3.7	14.8	12.8	14.4	94.7	94.4
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	36.5	27.3	97.7	97.1
<b>Socio-Economic Status</b>											
Subsided meals	114	100	27.8	35.2	27.8	9.3	37	22.1	21	96	95.7

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	78	100	8	36	52	4	56
	4	71	100	10.3	51.5	38.2	0	38.2
	5	108	96.3	25.7	43.6	28.7	2	30.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	110	100	14.3	21.9	55.2	8.6	63.8
	4	69	100	15.2	36.4	45.5	3	48.5
	5	67	100	10.8	55.4	30.8	3.1	33.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	78	100	14.7	46.7	28	10.7	38.7
	4	71	100	19.1	38.2	22.1	20.6	42.6
	5	108	100	25.7	42.9	21.9	9.5	31.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	110	100	25.7	44.8	21	8.6	29.5
	4	69	100	13.6	48.5	25.8	12.1	37.9
	5	67	100	12.3	44.6	24.6	18.5	43.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	39	100	39.5	42.1	10.5	7.9	18.4
	4	71	100	30.9	33.8	19.1	16.2	35.3
	5	56	100	41.5	35.8	15.1	7.5	22.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	55	98.2	28.8	28.8	26.9	15.4	42.3
	4	69	100	22.7	33.3	19.7	24.2	43.9
	5	34	100	21.2	33.3	9.1	36.4	45.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	39	100	13.5	37.8	35.1	13.5	48.6
	4	71	100	19.1	36.8	27.9	16.2	44.1
	5	51	100	43.1	37.3	15.7	3.9	19.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	55	100	20.8	35.8	28.3	15.1	43.4
	4	69	100	19.7	37.9	28.8	13.6	42.4
	5	33	100	28.1	37.5	25	9.4	34.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

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